

Civil Engineering Technician: Apprenticeship Review Consultation Questionnaire

November 2020

WHY THE REVIEW: Apprenticeships need to be regularly reviewed and updated to ensure they remain current and fit for purpose. This should be done every three years.

Following the formal approval of the civil engineering technician (ST0091) in October 2017, we are now undertaking a timely review of this Standard and its corresponding end point assessment plan to ensure it remains fit for purpose and compliant with current government requirements.

WHAT HAS BEEN DONE: Following agreement from IFATE to review this apprenticeship in October 2020, a small team of employers with experience of delivering this apprenticeship has undertaken a first review of these documents, restructured the documents based on Government / IFATE requirements, and initial mapping to the requirements for EngTech professional registration against UK-SPEC (2020 edition) carried out.

YOUR FEEDBACK IS NEEDED: We now present a revised Standard and End Point Assessment (EPA) plan for your consideration, and we are now welcoming feedback from employers, training provider and apprentices based on the revisions made to date.

CLOSING DATE: This consultation will run from Friday 20th November until 5pm on Friday 4th December 2020.

EMAIL FEEDBACK TO: All feedback will need to be presented using the form below, and returned by email to Caroline Sudworth (c.sudworth@acenet.co.uk) for collation and consideration by the employer working group.

NEXT STEPS: The next steps will be to make further revisions to the Standard and EPA plan based on feedback, prior to submission to IFATE in January 2021 for their consideration. We would hope to secure approval in Spring 2021, enabling delivery from Autumn 2021 on the revised version of this Standard and EPA.

We will also be working with providers to prepare revised costings for this apprenticeship based on the revised standard and EPA.

QUESTIONNAIRE

SECTION 1: About you and your organisation

Please provide the following details:

Your Name				
Your Job Title				
Name of your Organisation				
Are you responding as a/an (please choose one)	Apprentice	Employer	Training Provider	Other, please state:
Are you using this apprenticeship at the moment?	Yes / No – please delete as appropriate			
If you are using this apprenticeship, what general feedback could you provide so that we may improve it?				
If you are not using it, please can you explain why not or why you are considering using it?				

SECTION 2: DRAFT STANDARD

This occupation is found in the construction and engineering sectors, with civil engineering technicians employed in a variety of organisation types and sizes. Civil engineering technicians will typically work for:

- Clients, for whom construction projects are carried out, with technicians supporting with the preparation and production of civil engineering information, project plans and resourcing, for consultants and contractors
- Consultancies, typically appointed by the client, to design, prepare or modify civil engineering designs, with technicians supporting the planning, design, coordination, management and monitoring of civil engineering projects, often in the pre-build phase, providing information for the client and contractor
- Contractors, typically appointed by the client, to coordinate the construction phase of a civil engineering project, with technicians supporting the planning, management, monitoring and coordination of the build phase of civil engineering projects, complying with and providing information on the directions provided by the client or consultant

Civil engineering technicians support in the design, creation and connecting up of the world around us, making the villages, towns and cities work for the people that live in them, and are playing an ever increasing role in safeguarding and improving the environment into our future.

Question 1:

The above information presents the typical situations and companies that civil engineering technicians will be working in at the end of this apprenticeship.

Do you think it is suitable? For example:

- Is this description reflective of the work that your organisation is involved in?
- Does this description offer sufficient flexibility for adaptation to your organisation?
- Would it work for you as a large, medium or small company?
- Is there anything obvious missing?

Please provide your comments below:

Please enter your feedback here

The broad purpose of the occupation is to support the planning, design, building, management, maintenance or dismantling of the built environment (such as buildings, parks and public spaces, schools, offices, museums, hospitals) and infrastructure, such as transportation (road, rail, bridges, tunnels, ports and airports), water and waste management, marine and coastal engineering (irrigation systems, flood, river and coastal defences), water and power supplies (hydropower, power stations, nuclear plants, on and off-shore wind farms).

Civil engineering technicians assist in the preparation and production of plans, designs and documentation to relevant codes of practice and industry standards, such as Construction Design and Management (CDM) or Design Manual for Roads and Bridges (DMRB), to statutory and regulatory requirements, and in compliance with health, safety and wellbeing requirements.

They will use and apply engineering principles and techniques, carry out calculations and data analysis, prepare and produce sketches, diagrams, and models, to support technical problem solving and in the delivery of civil engineering designs and technical solutions. They use a range of tools and techniques, including digital techniques (such as CAD and BIM) to aid the visualisation, communication, measurement and assessment of civil engineering projects.

Civil engineering technicians will also be challenged to consider how they will support improvements to, or mitigate the effects of their work, on the climate, with civil engineering projects having to respond to climate change acts, and environmental policies, including net-zero emissions, and an increasing drive for sustainability.

Civil engineering technicians will contribute to the planning, programming, and delivery of engineering activities to agreed timescales and budgets, using quality systems and risk assessment procedures to monitor and manage projects and their risks. Technicians may also assist in site inspections or surveys, report progress against project plans, or check specified technical aspects of site activities.

Question 2:

The above information presents the typical job role and functions that all civil engineering technicians will be undertaking at the end of this apprenticeship.

Does this benchmark description fit with the occupational roles that your organisation is expecting to recruit employees to? For example:

- Is this description reflective of the typical work that you will ask competent technicians to do within your organisation?
- Does this description offer sufficient flexibility for adaptation to your organisation?
- Would it work for you as a large, medium or small company?
- Is there anything obvious missing?

Please provide your comments below:

Please enter your feedback here

In their daily work, employees interact with their line manager, typically a senior civil engineer or site manager, to confirm programmes of work and agree individual responsibilities, which in turn support the delivery of wider plans across civil engineering teams; these teams could include engineers across a range of disciplines, from various employer types (e.g. clients, consultancies, contractors), and project managers, where their collective outputs will be used to produce civil engineering solutions that are fit for purpose, safe, secure, environmentally sustainable, and meet customer and industry specifications.

Technicians may also have a mentor who will support them in the development of their career plans, maintenance of their personal and professional development, and in some cases, progression into more advanced roles, such as civil engineers or technical specialists.

Technicians may also be exposed to other professional disciplines, such as surveyors, environmental impact assessors, planners and specialist suppliers. As well as liaising with internal colleagues across a variety of multidisciplinary areas, some technicians will also be responsible for working with customers, suppliers, or with representatives from appropriate regulatory bodies.

Civil engineering technicians, depending on their employer, will spend their time in an office environment, working on site, or a combination of the two. There is also potential for visiting customers or suppliers.

Employees are responsible for delivering quality and accurate designs and technical solutions, ensuring they are delivered within agreed time and resource limits, compliant with industry and regulatory standards, such as the Common Safety Method (CSM), and to customer specifications. Civil engineering technicians must also comply with health and safety regulations, welfare, wellbeing, and environmental & sustainability policies. They will typically report to an engineer or project manager as part of a cross functional team, the size of this team and responsibilities varying with the scope of the project and size of the employer.

Technicians are able to use their own judgement when undertaking the occupational duties and applying their technical knowledge, skills and behaviours in a range of contexts and environments. They also have a responsibility to plan and organise their own work and contribute to the management of projects using a variety of business processes, procedures, and methods of working. They are also responsible for their own continuing professional development and recognising their own obligations to society.

Typical Job Titles include: Civil Engineering Technician; Engineering Technician; Assistant Technician; Design Technician; Construction Technician; Highways Technician; Site Technician; Junior Site Technician; Civil / Structural Technician; Civil Infrastructure Technician; Structural Technician; Technician

Question 3:

The above information presents the typical interactions and responsibilities that all civil engineering technicians will be undertaking at the end of this apprenticeship, complete with typical job titles.

Do the descriptions offered fit with the manner in which your organisation operates, and responsibilities placed on a competent technician? For example:

- Is this description reflective of the typical line management, mentoring, engagement with others that competent technicians will experience?
- Are the responsibilities reflective of those you would ask of a competent technician?
- Do these descriptions offer sufficient flexibility for adaptation to roles in your organisation?
- Are the job titles typical of those in, and staying in, technician roles?
- Would it work for you as a large, medium or small company?
- Is there anything obvious missing?

Please provide your comments below:

Please enter your feedback here

Typical duration: 36 months (off the job training = 32 months, followed by mandatory End Point Assessment = 4 months)

Occupational Level: 3

Qualifications: Apprentices without Level 2 in English and Maths will need to achieve this prior to taking the end-point assessment.

For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

Mandated Qualification(s):

- Pearson Level 3 BTEC National Diploma in Engineering (500/8154/8)
- Pearson Edexcel Level 3 Diploma in Civil Engineering for Technicians (Institution of Civil Engineers)
- Pearson BTEC Level 3 Diploma in Civil Engineering (603/1217/8)
- Pearson BTEC Level 3 Diploma in Construction and the Built Environment (500/7137/3)

Entry Requirements: Individual employers will set the selection criteria for their Apprenticeships. Apprenticeship candidates will typically have at least 5 GCSEs at Grades A*-C / 9-4 including Maths (Grade B / 5 or 6), English and Science or their equivalent.

Professional Registration: On completion of the apprenticeship the apprentice will be eligible for registration as an Engineering Technician by the relevant professional engineering institution:

- Institution of Civil Engineers (ICE)
- Chartered Institution of Highways & Transportation (CIHT)
- Institute of Highway Engineers (IHE)
- Institution of Structural Engineers (IStructE)

Question 4:

The above information presents the typical entry requirements for, and duration period (that it would take a novice entrant would typically need) to reach competence as a:

- Civil engineering technician, and
- A professionally registered engineering technician with a professional engineering institution, such as the Institution of Civil Engineers (ICE)

It also mandates the use of a Joint Board of Moderators (JBM) underpinning knowledge qualification for all apprentices, ensuring they have met the required knowledge-oriented learning outcomes for professional registration as an Engineering Technician (EngTech).

At this point, we cannot mandate any 'competence-based' qualifications that would deliver the remaining knowledge, skills and behaviours, so these must also be considered within the training plan and duration period of the typical apprenticeship when looking at the competence outcomes we are proposing for this occupational role on top of the BTECs proposed.

Do the descriptions offered fit with the manner in which your organisation would support the development of an apprentice to full competence? For example:

- Are the typical durations appropriate for the majority of learners who are coming into role from a novice?
- Do you agree with the inclusion of a mandatory knowledge qualification sitting alongside a broader training and development package?
- Do you agree with the link to professional registered status as an Engineering Technician (EngTech)?
- Would this work for you as a large, medium or small company, or a provider of training?
- Are there any issues that we may not have foreseen?

Please provide your comments below:

Please enter your feedback here

DUTIES

<p>These are the proposed duties that all civil engineering technicians will typically undertake on a regular basis.</p>	<p>QUESTION 5: Please consider these as regular activities expected of a competent technician at the end of this apprenticeship.</p> <ul style="list-style-type: none"> Do you agree with these duties? Is there further feedback you would like us to consider?
<p>1. Contribute to civil engineering solutions by preparing, producing and modifying engineering diagrams, drawings or models, documents and engineering specifications, to industry codes, regulations, standards, and procedures</p>	
<p>2. Assist in the development of civil engineering solutions, by collecting and interpreting technical information and data, carrying out calculations and analysing the outputs</p>	
<p>3. Utilise digital technologies and techniques, such as Computer Aided Design (CAD) and Building Information Modelling (BIM), to prepare, produce and present civil engineering designs and visualisations in accordance with approved design procedures and systems</p>	
<p>4. Ensure compliance with health, safety & welfare requirements, apply safe systems of work, such as Common Safety Methods (CSM), and identify hazards and mitigate risks in their own work</p>	
<p>5. Comply with relevant legislation, regulations, policies, strategies, and technical guidance, such as such as Construction Design and Management (CDM) or Design Manual for Roads and Bridges (DMRB), ensuring they are interpreted correctly and communicated appropriately</p>	
<p>6. Comply with environmental policies and practice sustainable principles, supporting the civil engineering projects they work on to adapt to, and mitigate the causes of, climate change, and support the achievement of net-zero carbon emissions</p>	
<p>7. Use the quality management and assurance systems available to plan, manage, monitor and contribute to the delivery and implementation of civil engineering projects to specification, budget and agreed targets, respecting the need for the security of data and information</p>	

8. Communicate and liaise effectively with own project team, customers, internal or external stakeholders, by actively participating in technical discussions to achieve the required outcomes	
9. Work reliably and effectively independently and as a member of a team, taking responsibility for their own work	
10. Ensure compliance with equality, diversity & inclusion (EDI) and ethical standards	
11. Maintain their own learning and skills development by carrying out continuing professional development in line with professional codes of conduct and/or industry specifications and obligations	

KNOWLEDGE STATEMENTS

The following statements are the knowledge outcomes that every apprentice will be assessed and graded on at the end of this apprenticeship. Please consider these as the core knowledge that any competent technician would need to draw upon routinely.

QUESTION 6: Please comment, for example:

- Do you agree with these knowledge statement?
- Are they flexible enough to meet your organisations expectations?
- Is there further feedback you would like us to consider?

STATEMENT	Proposed Statement	Your feedback
K1	Appropriate engineering principles, underpinned by appropriate mathematical, scientific and technical knowledge and understanding, relating to civil engineering design and the construction process	
K2	Appropriate civil engineering techniques and methods used to design, build and maintain infrastructure and buildings, the standards, contracts and specifications used, and their impact on the design and construction process	
K3	Key principles, techniques and methods of data collection, analysis and evaluation used in delivering civil engineering models, designs, and technical solutions	
K4	Technical drawings, modelling and designs, using computer-based software packages, such as Computer Aided Design	

	(CAD), Building Information Modelling (BIM), and their use in the sector	
K5	Statutory health, safety and welfare policies, procedures, and regulations, such as Common Safety Method (CSM), and risk assessment, in relation to civil engineering project delivery	
K6	Industry policies, standards, and regulations, such as Construction Design and Management (CDM) or Design Manual for Roads and Bridges (DMRB), that must be adhered to in the civil engineering environment	
K7	Environmental policies and the principles of sustainable development, including those relating to net-zero carbon emissions and the climate change act, and their impact on the design, delivery and maintenance of civil engineering projects	
K8	Understanding of equality, diversity and inclusion, and its impact on the design and delivery of civil engineering solutions	
K9	Project management, quality management and assurance systems and continuous improvement as applied to civil engineering	
K10	Methods of communication and when to use them, including how to write technical reports and using appropriate engineering terminology and conventions	
K11	Ethical principles as applied to civil engineering and the security of data and information	
K12	The values and standards by which they maintain their personal, professional and technical knowledge and skills through initial (IPD) and continuing professional development (CPD)	

Colour Code: Yellow is EPA Assessment Method 1 / Technical Project; Orange is EPA Assessment Method 2 / Professional Discussion with Portfolio

SKILLS

The following statements are the skills outcomes that every apprentice will be assessed and graded on at the end of this apprenticeship. Please consider these as the core skills that any competent technician would need to draw upon routinely.

QUESTION 7: Please comment, for example:

- Do you agree with these skills statement?

- Are they flexible enough to meet your organisations expectations?
- Is there further feedback you would like us to consider?

STATEMENT	CURRENT LEVEL 3 (ST0091)	Your feedback
S1	Apply appropriate civil engineering principles, techniques, and methods, including mathematical, scientific, and technical know-how, to civil engineering design and the construction process	
S2	Apply key principles, techniques and methods of data collection, analysis, and evaluation to support the delivery of civil engineering models, designs, and technical solutions	
S3	Operate appropriate software packages for data gathering and analysis, such as Computer Aided Design (CAD), Building Information Modelling (BIM) to create technical drawings, models and designs using relevant conventions and engineering terminology	
S4	Apply statutory health, safety and welfare policies, procedures, and regulations in the civil engineering environment, using risk assessment processes, procedures, and documentation	
S5	Support and contribute to the production or modification of civil engineering design and technical solutions in accordance with relevant industry standards, regulations, and procedures	
S6	Apply environmental policies and sustainable principles in civil engineering projects, recognising the need to reduce carbon use, lower emissions and plan for greater sustainability	
S7	Plan, carry out and manage own work in line with quality assurance, recognising the wider implications to customer needs, and within cost and resource limitations	
S8	Consider equality, diversity and inclusion in the delivery of civil engineering projects	
S9	Apply document control processes and procedures using the approved processes, maintaining quality compliance when creating or amending engineering and/or design documentation	

S10	Communicate using appropriate methods for the audience, and incorporate relevant and appropriate terms, standards, and data	
S11	Apply ethical principles to civil engineering projects, including the secure use of data and information	
S12	Plan, undertake and review their own professional competence, regularly updating and reviewing their CPD to improve performance.	

Colour Code: Yellow is EPA Assessment Method 1 / Technical Project; Orange is EPA Assessment Method 2 / Professional Discussion with Portfolio

BEHAVIOURS

The following statements are the behavioural outcomes that every apprentice will be assessed and graded on at the end of this apprenticeship. Please consider these as the core behaviours that any competent technician would need to draw upon routinely.

QUESTION 8: Please comment, for example:

- Do you agree with these behaviour statement?
- Are they flexible enough to meet your organisations expectations?
- Is there further feedback you would like us to consider?

STATEMENT	CURRENT LEVEL 3 (ST0091)	Your feedback
B1	Comply with health, safety and welfare requirements, industry standards, statutory regulations, and policies.	
B2	Work independently, operating in a systematic, proactive, and transparent way, using resources effectively to complete tasks, knowing their limitations and when to ask for support or escalate.	
B3	Applies a structured approach to problem solving with attention to detail, accuracy, and diligence.	
B4	Is motivated when collaborating in teams, offering sensible challenge, reflects on and provides constructive feedback and contributes to discussions.	

B5	Acts professionally with a positive and respectful attitude; can reflect on own learning, is receptive to constructive feedback and resilient when facing challenge.	
B6	Maintains professional and ethical working relationships with internal, external, and connected stakeholders, recognising the importance of equality, diversity, and inclusion.	
B7	Takes responsibility for their own professional development, seeking opportunities to enhance their knowledge, skills, and experience.	

Colour Code: Yellow is EPA Assessment Method 1 / Technical Project; Orange is EPA Assessment Method 2 / Professional Discussion with Portfolio

SECTION 3: END POINT ASSESSMENT PLAN

End Point Assessment is mandatory and is a commitment that the employer and apprentice are contracted to and received public funding for via the Education and Skills Funding Agency (ESFA) often through the Digital Apprenticeship Service (DAS) portal.

Employers must contract apprentices until the end of the EPA period and provide them with time to carry out these assessments.

Employers will agree at the outset their choice of EPA organisation and the cost of the EPA service provided. This will be entered into the apprenticeship contract and commitment statement and be charged for as part of the apprentice funding package received over the length of the apprenticeship.

When the apprentice is coming to the point where end point assessment is needed, the End Point Assessment organisation must be notified at least 3 months in advance of Gateway, with 20% of the funding allocated to the apprentice held back until completion of the EPA.

Only when EPA is complete is the apprenticeship complete and funds released, with the apprentice free to start another apprenticeship (if this is sought).

There are now very strict criteria for End Point Assessment plans, and they are akin to the final exams that learners sit for GCSEs, A-levels or even degree qualifications, and are now regulated by OfQual in the same manner.

The content and structure of the EPA is heavily regulated, so must contain specific detail, some of which may not be relevant to you.

As such we are now going to focus feedback on areas where your feedback will support us in the refinement of this document.

We now invite you to review the attached End Point Assessment (EPA) plan and respond to the following questions.

End Point Assessment: Gateway

Prior to taking the mandatory end point assessment for the civil engineering technician apprenticeship, we are required to stipulate what must be submitted to the end point assessment organisation when the apprentice is ready to go forward for final independent assessment – this is known as Gateway.

Employers are highly advised to carry out their own assessment of the apprentices' competence against the knowledge, skills and behaviours set out in the standard, to ensure that the apprentice can routinely and consistently demonstrate these.

Employers, in discussion with their provider and apprentice, are able to then put forward their apprentice for end point assessment. If you do not carry out your own assessment of apprentice performance, you risk the apprentice failing the end point assessment, with the assessment paid for by the employer and the public purse.

The stipulated Gateway requirements presented are:

- Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.

- English and mathematics at level 2 achieved
- Apprentices must demonstrate successful completion of one of the following mandatory qualifications:
 - Pearson Level 3 BTEC National Diploma in Engineering (500/8154/8), or
 - Pearson Edexcel Level 3 Diploma in Civil Engineering for Technicians (Institution of Civil Engineers), or
 - Pearson BTEC Level 3 Diploma in Civil Engineering (603/1217/8), or
 - Pearson BTEC Level 3 Diploma in Construction and the Built Environment (500/7137/3)
- For Assessment Method 1: Apprentices must indicate their preferred civil engineering project subject focus which allows the EPAO to provide the most appropriate Technical Project Brief to be issued at Gateway.
- For Assessment Method 2: Apprentices must submit the portfolio

The EPA organisation will check that all these criteria are evidenced – they will have a maximum period of 3 weeks to do this verification, and only if all criteria are evidenced will the EPA organisation issue the appropriate Technical Project Brief to the apprentice.

Question 9

Do you agree with these criteria?
 Are they clear and concise?
 Do you foresee any issues with these for your apprentice/s? If so, what might these be and how do you think we should resolve this?

Your Feedback

Please enter your feedback here

End Point Assessment: Assessment Methods

All EPA plans must have a minimum of two forms of assessment, which each covering a range of the Knowledge, Skills and Behaviours set out in the Standard.

In this plan, there are two forms of assessment, with these covering a specific set of Knowledge, Skills and Behaviours, with the performance of the apprentice being graded.

Assessment Method 1: Project with report and presentation with questioning

The first assessment method is formed of a technical project that the end point assessment organisation sets (the brief) following successful completion of Gateway.

The apprentice must undertake the project and submit a project report and presentation within a MAXIMUM 40-day period. This project should take no longer than 25 to 30 hours to complete over this period, including the writing up of the report and the presentation.

The apprentice, no later than 40 working days of receipt of the technical project brief, must submit to the EPA organisation:

- A project report of 2,500 words +/-10%, excluding appendices
- A presentation of approximately 10 minutes

The end point assessment organisation will then check the documents submitted and pass these to their assessors for review.

The apprentice will then be invited (no less than 3-weeks, and no more than 6-weeks after submission of the report and presentation) to a formal presentation of their work with these assessors.

At the formal presentation, the apprentice will:

- Present their submitted 10-minute presentation to the assessors
- Be questioned on the project for a maximum period of 20 minutes.

The apprentice will then be asked to carry out the professional discussion element as presented in Assessment Method 2. The assessors cannot inform the apprentice of their grade at any point.

Question 10

Do you agree with this assessment method and its method of delivery?

Is the above information clear and concise?

Are the timescales for completion clear?

Do you foresee any issues with this for your apprentice/s? If so, what might these be and how do you think we should resolve this?

Your Feedback

Please enter your feedback here

Assessment Method 2: Professional Discussion underpinned by Portfolio

At Gateway, apprentices must submit a Portfolio, which is:

- Typically, ten to twelve individual pieces of evidence to demonstrate competence against one or more of the KSBs mapped to this assessment method (see mapping at end of EPA Plan).
- The collated evidence, when combined, should provide full coverage of and be mapped to the KSBs assigned to this method. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.
- Evidence must cover the following areas:
 - Contributing to civil engineering solutions by preparing and producing engineering drawings or models, using software and digital technologies
 - Consideration for health, safety, and risk assessment, equality, diversity and inclusion, ethical principles, and environmental and sustainability principles in their work
 - Utilising project management, quality management and assurance systems within their work
 - Personal and professional practice and development

On the same day, and after the formal presentation with questioning, the apprentice will be invited to discuss the evidence in their portfolio with the assessors.

This professional discussion will last 40 minutes.

On completion, the apprentice will have completed their End Point Assessment, and will be asked to leave the discussion.

Question 11

Do you agree with this assessment method and its method of delivery?
Is the above information clear and concise?
Are the timescales for the professional discussion clear?
Do you foresee any issues with this for your apprentice/s? If so, what might these be and how do you think we should resolve this?

Your Feedback

Please enter your feedback here

End Point Assessment: Grading

Once the apprentice has completed their EPA, the assessors will discuss the performance of the apprentice against the grading criteria presented, and agree grades for each assessment method and the overall grade from the EPA.

The apprentice certificate will show the final grade assigned for the overall apprenticeship; these being:

- Fail
- Pass
- Distinction

Question 12

Do you agree with this grading methodology?
Are the grading criteria appropriate for pass and fail? If not, please state what you would change.
Do you foresee any issues with this for your apprentice/s? If so, what might these be and how do you think we should resolve this?

Your Feedback

Please enter your feedback here

If an apprentice is also seeking EngTech registration through the EPA, the assessors will discuss performance against the attributes required by the Institution of Civil Engineers (ICE) and a separate recommendation made, which is then passed to the registration committee. Where successful in their application for professional registration, the ICE will inform the Engineering Council, and once informed, the apprentice, as long as they remain a member of the ICE and carrying out CPD, will be entitled to use the post-nominals EngTech MICE.

Other feedback

Question 13

Do you wish to make any further comment on the End Point Assessment plan presented for consideration?

Your Feedback

Please enter your feedback here

Question 14: Do you want us to keep you informed?

If you would like us to keep you informed of progress, please state your preference below

I would like to be kept informed of progress, and I am now happy to provide my email details for updating purposes	If in agreement, please provide your email:
I would not like to be included in the email distribution list and confirm that I am happy not to receive updates on this apprenticeship	

Please save and return your completed form to C.SUDWORTH@ACENET.CO.UK by Friday 5th December 2020.

We would like to thank you for your time and considered effort in feeding back on the revisions to date.

QUESTIONNAIRE END